

Texas Essential Knowledge and Skills 6th Grade – World Cultures

TEKS 1998	TEKS 2010	Change
(a) Introduction	(a) Introduction	
<p>(1) In Grade 6</p> <ul style="list-style-type: none"> Students study people and places of the contemporary world. Societies selected for study are chosen from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Middle America, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific Realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of selected societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the selected societies and identify different points of view about selected events. 	<p>(1) In Grade 6,</p> <ul style="list-style-type: none"> Students study people, places, and societies of the contemporary world. Societies for study are from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Central America and the Caribbean, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of various societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the various societies and identify different points of view about events. The concept of frame of reference is introduced as an influence on an individual's point of view 	<p>First Bullet – societies has been added</p> <p>Second Bullet - Changed Middle America to Central America</p>
<p>(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material is encouraged such as...</p> <ul style="list-style-type: none"> Biographies and autobiographies Novels Speeches and letters Poetry, songs, and artworks <p>Selections may include...</p> <ul style="list-style-type: none"> —Sadako and the Thousand Paper Cranes. <p>Motivating resources are also available from museums, art</p>	<p>(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material is encouraged such as...</p> <ul style="list-style-type: none"> Biographies Autobiographies Novels Speeches Letters Poetry Songs Artworks 	

galleries, and historical sites.	Motivating resources are available from museums, art galleries, and historical sites	
(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the geography and social studies skills strands in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.	(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples	A clarification of "including" and "such as" statements has been added.
	(4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system .	Student must identify role of the U.S. free enterprise system and may reference other terms for it.
(4) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code, §28.002(h).	(5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).	
	(6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.	Student must understand what a constitutional republic is. The definition is included.
	(7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week . (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, a <ul style="list-style-type: none"> Appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. 	Requirements for Celebrate Freedom Week which is a state mandatory law and must be taught during the week of September 17 along with Constitution Day – September 17.

	<ul style="list-style-type: none"> The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement. <p>(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph of this paragraph, students in Grades 3-12</p> <ul style="list-style-type: none"> Study and recite the following text: <i>"We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."</i> 	
	(8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents .	Students must identify and discuss the actions of US citizens based on the founding documents.
(b) Knowledge and Skills	(b) Knowledge and Skills	
6.1 History. The student understands that historical events influence contemporary events. The student is expected to: (A) describe characteristics of selected contemporary societies that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade	(6.1) History. The student understands that historical events influence contemporary events. The student is expected to: (A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade TRACE <i>What are the characteristics of contemporary societies in regions that resulted from historical event or factors?</i>	
<ul style="list-style-type: none"> US and Canada Latin America Europe Middle East Sub-Saharan Africa South/East Asia Australia 		
6.1 History. The student understands that historical events influence contemporary events. The student is expected to: (B) analyze the historical background of selected contemporary societies to evaluate relationships between past conflicts and current conditions	(6.1) History. The student understands that historical events influence contemporary events. The student is expected to: (B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.	

<ul style="list-style-type: none"> • US and Canada • Latin America • Europe • Middle East • Sub-Saharan Africa • South/East Asia • Australia 	<p>ANALYZE <i>How has the historical background of societies affected current conditions?</i></p>	
<p>6.2 History. The student understands the <i>contributions</i> of individuals and groups from various cultures to selected historical and contemporary societies. The student is expected to: (A) <i>explain the significance</i> of individuals or groups from <i>selected</i> societies, past and present</p> <ul style="list-style-type: none"> • Middle East • Sub-Saharan Africa • South/East Asia 	<p>(6.2) History. The student understands the <i>influences</i> of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to: (A) <i>identify and describe the influence of individual or group achievements</i> on <i>various historical or contemporary</i> societies such as the classical Greeks on government and the American Revolution on the French Revolution</p> <p>IDENTIFY AND DESCRIBE <i>How have individuals or group achievements influenced historical or contemporary societies?</i></p> <ul style="list-style-type: none"> • <i>Classical Greeks on government</i> • <i>American Revolution on the French Revolution</i> 	<p>This TEKS/SE is more focused on how individuals and groups have influenced societies than contribution made by them.</p>
<p>6.2 History. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. The student is expected to: (B) describe the influence of individual and group achievement on selected historical or contemporary societies. (5.1)(6.1)</p> <ul style="list-style-type: none"> • Sub-Saharan Africa • South/East Asia 	<p>(6.2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to: (B) evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.</p> <p>EVALUATE <i>What are the social, political, economic, and cultural contributions of individuals and groups on societies past and present? What is your evaluation of them?</i></p>	<p>Students will have to evaluate and not describe what individuals and groups have contributed to societies (past and present). They will also need to evaluate them as a social, political, economic, and cultural contribution.</p>
	<p>(6.3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to: (A) pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?</p> <p>POSE AND ANSWER <i>The type of questions students should pose and answer.</i> Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people,</p>	<p>This is a new TEKS/SE that explains list the types of questions students should ask and answer.</p>

	places, and environments?	
<p>6.3 Geography. The student uses <i>maps, globes, graphs, charts, models, and databases</i> to answer geographic questions. The student is expected to:</p> <p>(B) pose and answer questions about geographic distributions and patterns for selected world regions and countries shown on maps, graphs, charts, models, and databases</p> <ul style="list-style-type: none"> Thinking Like a Geographer US and Canada Latin America Europe Middle East Sub-Saharan Africa South/East Asia Australia 	<p>(6.3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:</p> <p>(B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases</p> <p>POSE AND ANSWER <i>What questions would be asked about geographic distribution and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases?</i></p>	
<p>6.3 Geography. The student uses <i>maps, globes, graphs, charts, models, and databases</i> to answer geographic questions. The student is expected to:</p> <p>(C) compare selected world regions and countries using data from maps, graphs, charts, databases, and models.</p> <ul style="list-style-type: none"> Europe Middle East Sub-Saharan Africa South/East Asia Australia 	<p>(6.3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:</p> <p>(C) compare various world regions and countries using data from geographic tools, including maps, graphs, charts, databases, and models</p> <p>COMPARE <i>How are various world regions and countries similar and different from each other using data?</i> Geographic tools</p> <ul style="list-style-type: none"> Maps Graphs Charts Databases Models 	<p>The 2010 TEKS/SE uses the term geographic tools as a term to describe maps, graphs, charts, databases, and models. These tools are required for students to use.</p>
<p>6.3 Geography. The student uses <i>maps, globes, graphs, charts, models, and databases</i> to answer geographic questions. The student is expected to:</p> <p>(A) create thematic maps, graphs, charts, models, and databases depicting various aspects of world regions and countries such as population, disease, and economic activities;</p> <ul style="list-style-type: none"> Thinking Like a Geographer US and Canada Latin America Europe 	<p>(6.3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:</p> <p>(D) create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries</p> <p>CREATE <i>Thematic maps, graphs, charts, models and databases of various world regions and countries</i></p> <ul style="list-style-type: none"> Population Disease 	

<ul style="list-style-type: none"> • Sub-Saharan Africa • South/East Asia • Australia 	<ul style="list-style-type: none"> • Economic activities 	
<p>6.4 Geography. The student understands the characteristics and relative locations of major historical and contemporary societies. The student is expected to:</p> <p>(A) locate major historical and contemporary societies on maps and globes</p> <ul style="list-style-type: none"> • Thinking Like a Geographer • US and Canada • Latin America • Europe • Sub-Saharan Africa • South/East Asia • Australia 	<p>(6.4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:</p> <p>(A) locate various contemporary societies on maps and globes using latitude and longitude to determine absolute location;</p> <p>LOCATE <i>How do you use latitude and longitude to determine absolute location?</i></p>	<p>The 2010 TEKS has been rewritten. The content should include factors that influence locations and their characteristics.</p> <p>Included in the TEKS and the student expectation, students should be using latitude and longitude to locate absolute location of different societies.</p>
<p>6.4 Geography. The student understands the characteristics and relative locations of major historical and contemporary societies. The student is expected to:</p> <p>(B) identify and explain the geographic factors responsible for patterns of population in places and regions</p> <ul style="list-style-type: none"> • Middle East • Sub-Saharan Africa • Australia 	<p>(6.4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:</p> <p>(B) identify and explain the geographic factors responsible for patterns of population in places and regions</p> <p>IDENTIFY <i>What are the geographic factors responsible for patterns of population?</i></p>	
<p>6.4 Geography. The student understands the characteristics and relative locations of major historical and contemporary societies. The student is expected to:</p> <p>(C) explain ways in which human migration influences the character of places and regions</p> <ul style="list-style-type: none"> • Australia 	<p>(6.4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:</p> <p>(C) explain ways in which human migration influences the character of places and regions;</p> <p>EXPLAIN <i>How does human migration influence the character of a place/region?</i></p>	
	<p>(6.4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The</p>	<p>This is a new TEKS/SE that asked students to identify and locate places and regions and</p>

	<p>student is expected to: (D) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions</p> <p>IDENTIFY AND LOCATE <i>Where are major physical and human geographic features in various places and regions?</i></p> <ul style="list-style-type: none"> Landforms Water Bodies Urban Centers 	gives suggested examples of what to locate.			
<p>6.4 Geography. The student understands the characteristics and relative locations of major historical and contemporary societies. The student is expected to: (D) identify and explain the geographic factors responsible for the location of economic activities in places and regions (4.1)</p> <ul style="list-style-type: none"> Middle East 					
	<p>(6.4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to: (E) draw sketch maps that illustrate various places and regions</p> <p>DRAW <i>What maps would students sketch that illustrate various places and regions?</i></p>	New TEKS/SE - Students are expected to draw sketch maps.			
	<p>(6.4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to: (F) identify the location of major world countries such as Canada, Mexico, France, Germany, the United Kingdom, Italy, Spain, Norway, Sweden, Russia, South Africa, Nigeria, Iraq, Afghanistan, Israel, Iran, India, Pakistan, the People's Republic of China, the Republic of China (Taiwan), Japan, North and South Korea, Indonesia, and Australia.</p> <p>IDENTIFY</p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> Canada Mexico </td> <td> <ul style="list-style-type: none"> Russia South Africa </td> <td> <ul style="list-style-type: none"> People's Republic of </td> </tr> </table>	<ul style="list-style-type: none"> Canada Mexico 	<ul style="list-style-type: none"> Russia South Africa 	<ul style="list-style-type: none"> People's Republic of 	New TEKS/SE that wants students to identify the suggested locations
<ul style="list-style-type: none"> Canada Mexico 	<ul style="list-style-type: none"> Russia South Africa 	<ul style="list-style-type: none"> People's Republic of 			

	<ul style="list-style-type: none"> • France • Germany • United Kingdom • Italy • Spain • Norway • Sweden 	<ul style="list-style-type: none"> • Nigeria • Iraq • Afghanistan • Israel • Iran • India • Pakistan 	<ul style="list-style-type: none"> • China • Republic of China (Taiwan) • Japan • North Korea • South Korea • Indonesia • Australia 	
	<p>(6.5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:</p> <p>(A) identify and explain the geographic factors responsible for the location of economic activities in places and regions</p> <p>IDENTIFY AND EXPLAIN</p> <p><i>What are the geographic factors responsible for the location of economic activities in places/regions?</i></p>			New TEKS/SE that wants students to identify and explain the geographic factors responsible for the location of economic activities.
<p>6.5 Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:</p> <p>(A) explain factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence the economic development and foreign policies of societies</p> <ul style="list-style-type: none"> • Europe • Middle East 	<p>(6.5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:</p> <p>(B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's ability to control territory</p> <p>IDENTIFY</p> <p><i>What geographic factors influence a society's ability to control territory?</i></p> <ul style="list-style-type: none"> • Location • Physical features • Transportation Corridors and barriers • Distribution of natural resources 			The verb in the student expectation has changed from explain how factors influence economic development and foreign policies to identify geographic factors that influence the ability to control territory.
<p>6.5 Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:</p> <p>(B) identify geographic factors that influence a society's ability to control territory and that shape the domestic and foreign policies of the society (4.1)</p> <ul style="list-style-type: none"> • Middle East 				This TEKS/SE has merged into other TEKS/SE. They are 6.5BC
	(6.5) Geography. The student understands how geographic			New TEKS/SE that

	<p>factors influence the economic development, political relationships, and policies of societies. The student is expected to:</p> <p>(C) explain the impact of geographic factors on economic development and the domestic and foreign policies of societies</p> <p>EXPLAIN</p> <p><i>What is the impact of geographic factors on economic development and the domestic and foreign policies of societies?</i></p>	wants students to explain the impact of geographic facts on economic development and domestic and foreign policies on societies.
<p>6.6 Geography. The student understands the impact of physical processes on patterns in the environment. The student is expected to:</p> <p>(A) describe and explain how physical processes such as erosion, ocean circulation, and earthquakes have resulted in physical patterns on Earth's surface</p> <ul style="list-style-type: none"> • South/East Asia • Australia 	<p>(6.6) Geography. The student understands that geographical patterns result from physical environmental processes. The student is expected to:</p> <p>(A) describe and explain the effects of physical environmental processes such as erosion, ocean currents, and earthquakes on Earth's surface</p> <p>DESCRIBE AND EXPLAIN</p> <p><i>What are the effects of physical environmental processes on the Earth's surface?</i></p> <p>Erosion</p> <p>Ocean Currents</p> <p>Earthquakes</p>	The 2010 student expectation says the same thing as the 1998 SE but has been written more clearly.
<p>6.6 Geography. The student understands the impact of physical processes on patterns in the environment. The student is expected to:</p> <p>(B) describe and explain the physical processes that produce renewable and nonrenewable natural resources such as fossil fuels, fertile soils, and timber;</p> <ul style="list-style-type: none"> • Middle East 	<p>(6.6) Geography. The student understands that geographical patterns result from physical environmental processes. The student is expected to:</p> <p>(B) identify the location of renewable and nonrenewable natural resources such as fresh water, fossil fuels, fertile soils, and timber</p> <p>IDENTIFY</p> <p><i>Where are renewable and nonrenewable natural resources?</i></p>	The TEKS says the same thing but has been written more clearly.
<p>6.6 Geography. The student understands the impact of physical processes on patterns in the environment. The student is expected to:</p> <p>(C) analyze the effects of physical processes and the physical environment on humans</p> <p>(5.1) (6.1)</p> <ul style="list-style-type: none"> • Sub-Saharan Africa • South/East Asia 	<p>(6.6) Geography. The student understands that geographical patterns result from physical environmental processes. The student is expected to:</p> <p>(C) analyze the effects of the interaction of physical processes and the environment on humans.</p> <p>ANALYZE</p> <p><i>What are the effects of between the interaction of physical processes and the environment on humans?</i></p>	The 2010 student expectation says the same thing as the 1998 SE but has been written more clearly.
<p>6.7 Geography. The student understands the impact of interactions between people and the physical environment on the development of places and regions. The student is expected to:</p> <p>(A) identify and analyze ways people have adapted to the</p>	<p>(6.7) Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:</p> <p>(A) identify and analyze ways people have adapted to the physical</p>	

physical environment in selected places and regions; <ul style="list-style-type: none"> • Middle East • South/East Asia 	environment in various places and regions IDENTIFY AND ANALYZE <i>What are ways that people have adapted to the physical environment in different places and regions?</i>	
6.7 Geography. The student understands the impact of interactions between people and the physical environment on the development of places and regions. The student is expected to: (B) identify and analyze ways people have modified the physical environment; <ul style="list-style-type: none"> • Middle East 	(6.7) Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to: (B) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure IDENTIFY AND ANALYZE <i>What are ways people have modified the physical environment?</i> <i>Mining</i> <i>Irrigation</i> <i>Transportation infrastructure</i>	It is the same student expectation except that suggested examples have been given. They are in red.
6.7 Geography. The student understands the impact of interactions between people and the physical environment on the development of places and regions. The student is expected to: (C) describe ways in which technology influences human capacity to modify the physical environment <ul style="list-style-type: none"> • Middle East • Sub-Saharan Africa • South/East Asia 	(6.7) Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to: (C) describe ways in which technology influences human interactions with the environment such as humans building dams for flood control. DESCRIBE <i>What are ways technology influences human interaction with the environment?</i> <i>Humans building dams for flood control</i>	The student expectation has been written more clearly and a suggested list of examples has been added.
6.9 Economics. The student understands the role factors of production play in a society's economy. The student is expected to: (A) describe ways in which factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of selected contemporary societies <ul style="list-style-type: none"> • Middle East • Sub-Saharan Africa 	(6.8) Economics. The student understands the factors of production in a society's economy. The student is expected to: (A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies DESCRIBE <i>How do factors of production influence the economies of different contemporary societies?</i>	The TEKS has been written more clearly.
6.9 Economics. The student understands the role factors of production play in a society's economy. The student is expected to: (B) identify problems and issues that may arise when one or more of the factors of production is in relatively short supply	(6.8) Economics. The student understands the factors of production in a society's economy. The student is expected to: (B) identify problems and issues that may arise when one or more of the factors of production is in relatively short supply	

<ul style="list-style-type: none"> Middle East 	<p>IDENTIFY <i>What problems occur when one or more of the factors of production is in short supply?</i></p>	
<p>6.8 Economics. The student understands the various ways in which people organize economic systems. The student is expected to: (C) explain the impact of scarcity on international trade and economic interdependence among societies.</p> <ul style="list-style-type: none"> Middle East 	<p>(6.8) Economics. The student understands the factors of production in a society's economy. The student is expected to: (C) explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies.</p> <p>EXPLAIN <i>What is the impact of relative scarcity of resources on international trade and economic interdependence among and within societies?</i></p>	<p>This student expectation has been moved to another TEKS that has to do with factors of production. More descriptive wording has been added to the SE.</p>
<p>6.8 Economics. The student understands the various ways in which people organize economic systems. The student is expected to: (A) compare ways in which various societies organize the production and distribution of goods and services;</p> <ul style="list-style-type: none"> US and Canada Latin America Europe Sub-Saharan Africa South/East Asia 	<p>(6.9) Economics. The student understands the various ways in which people organize economic systems. The student is expected to: (A) compare ways in which various societies organize the production and distribution of goods and services</p> <p>COMPARE <i>How do societies organize the production and distribution of goods and services?</i></p>	
<p>6.8 Economics. The student understands the various ways in which people organize economic systems. The student is expected to: (B) identify and differentiate among traditional, market, and command economies in selected contemporary societies, including the benefits of the U.S. free enterprise system</p> <ul style="list-style-type: none"> US and Canada Latin America Europe Sub-Saharan Africa South/East Asia 	<p>(6.9) Economics. The student understands the various ways in which people organize economic systems. The student is expected to: (B) compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system;</p> <p>COMPARE AND CONTRAST <i>How do the economic systems free enterprise, socialism and communism and compare and contrast? What are the benefits of the U.S free enterprise system?</i></p>	<p>Students will no longer identify and differentiate different economic systems. They will compare and contrast. The economic systems that they will compare and contrast has changed to free enterprise, socialist, and communist.</p>
	<p>(6.9) Economics. The student understands the various ways in which people organize economic systems. The student is expected to: (C) understand the importance of morality and ethics in maintaining a functional free enterprise system</p> <p>UNDERSTAND <i>What is the importance of morality and ethics in maintaining a</i></p>	<p>New TEKS/SE that wants students to understand the importance of morality and ethics in a functional free enterprise system. This will be difficult since</p>

	<i>functional free enterprise system?</i>	"understand" is not measurable.
	<p>(6.9) Economics. The student understands the various ways in which people organize economic systems. The student is expected to:</p> <p>(D) examine the record of collective, non-free market economic systems in contemporary world societies</p> <p>EXAMINE</p> <p><i>What are the characteristics of collective, non-free market economic systems in contemporary world societies?</i></p>	New TEKS/SE that wants students to examine the record of non-free market economic systems.
<p>6.10 Economics. The student understands categories of economic activities and the means used to measure a society's economic level. The student is expected to:</p> <p>(A) define and give examples of primary, secondary, tertiary, and quaternary industries</p> <ul style="list-style-type: none"> • US and Canada • Latin America • Europe • South/East Asia 	<p>(6.10) Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to:</p> <p>(A) define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries</p> <p>DEFINE AND GIVE</p> <p><i>What are the characteristics of the agricultural, wholesale, retail, manufacturing and service industries and examples of them?</i></p>	The 2010 TEKS/SE has been written to better address 6 th graders developmentally geographically. These categories will better prepare students to use the former categories (primary, secondary, tertiary, and quaternary) in World Geography.
<p>6.10 Economics. The student understands categories of economic activities and the means used to measure a society's economic level. The student is expected to:</p> <p>(B) describe and measure levels of economic development using various indicators such as individual purchasing power, life expectancy, and literacy</p> <ul style="list-style-type: none"> • US and Canada • Latin America • Europe • Middle East • Sub-Saharan Africa • South/East Asia 	<p>(6.10) Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to:</p> <p>(B) describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy</p> <p>DESCRIBE</p> <p><i>What is the standard of living in various societies? Use the following indicators.</i></p> <ul style="list-style-type: none"> • Life Expectancy • Gross Domestic Product (GDP) • GDP per capita • Literacy 	The student expectations have been written more clearly and the list of suggested indicators are more useful in determining one's standard of living.
	<p>(6.10) Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to:</p> <p>(C) identify and describe the effects of government regulation and taxation on economic development and business planning</p> <p>IDENTIFY AND DESCRIBE</p>	New TEKS/SE wants students to identify and describe the effects of regulation and taxation on economic development

	<i>What are the effects of government regulation and taxation on economic development and business planning?</i>	
<p>6.11 Government. The student understands the concepts of limited governments, such as constitutional and democratic governments, and unlimited governments, such as totalitarian and nondemocratic governments. The student is expected to:</p> <p>(A) describe characteristics of limited and unlimited governments</p> <ul style="list-style-type: none"> US and Canada Latin America 	<p>(6.11) Government. The student understands the concepts of limited and unlimited governments. The student is expected to:</p> <p>(A) identify and describe examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited)</p> <p>IDENTIFY AND DESCRIBE <i>What is limited and unlimited government and examples of those types of government?</i></p> <ul style="list-style-type: none"> Constitutional (Limited) Totalitarian (Unlimited) 	The 2010 student expectation ask students to identify and describe and it provides suggested examples. TEKS/SE 6.11A is a combination of the 1998 TEKS/SE 6.11AB.
<p>6.11 Government. The student understands the concepts of limited governments, such as constitutional and democratic governments, and unlimited governments, such as totalitarian and nondemocratic governments. The student is expected to:</p> <p>(B) identify examples of limited and unlimited governments</p> <ul style="list-style-type: none"> US and Canada Latin America Sub-Saharan Africa South/East Asia 	<p>(6.11) Government. The student understands the concepts of limited and unlimited governments. The student is expected to:</p> <p>(B) compare the characteristics of limited and unlimited governments</p> <p>COMPARE <i>How do the characteristics of limited and unlimited government compare?</i></p>	Students will now specifically compare the characteristics. Before the SE had no clarification on what to compare.
<p>6.11 Government. The student understands the concepts of limited governments, such as constitutional and democratic governments, and unlimited governments, such as totalitarian and nondemocratic governments. The student is expected to:</p> <p>(C) identify reasons for limiting the power of government</p> <ul style="list-style-type: none"> US and Canada Latin America 	<p>(6.11) Government. The student understands the concepts of limited and unlimited governments. The student is expected to:</p> <p>(C) identify reasons for limiting the power of government</p> <p>IDENTIFY <i>What are the reasons for limited the power of government?</i></p>	
	<p>(6.11) Government. The student understands the concepts of limited and unlimited governments. The student is expected to:</p> <p>(D) review the record of human rights abuses of limited or unlimited</p>	New TEKS/SE that wants students to review the record of

	<p>governments such as the oppression of Christians in Sudan.</p> <p>REVIEW</p> <p><i>What is the record of human rights abuses in limited and unlimited governments?</i></p> <ul style="list-style-type: none"> • <i>Oppression of Christians in Sudan</i> 	human rights abuses of limited and unlimited government.
<p>6.12 Government. The student understands <i>alternative</i> ways of organizing governments. The student is expected to:</p> <p>(A) identify alternative ways of organizing governments such as rule by one, few, or many</p>	<p>(6.12) Government. The student understands <i>various</i> ways in which people organize governments. The student is expected to:</p> <p>(A) identify and give examples of governments with rule by one, few, or many</p>	This TEK/SE merged 6.12AB together.
<p>6.12 Government. The student understands <i>alternative</i> ways of organizing governments. The student is expected to:</p> <p>(B) identify examples of governments with rule by one, few, or many</p> <ul style="list-style-type: none"> • Europe 	<p>IDENTIFY AND GIVE</p> <p><i>What are the characteristics and examples of governments with rule by one, few or many?</i></p>	
<p>6.12 Government. The student understands <i>alternative</i> ways of organizing governments. The student is expected to:</p> <p>(D) compare how governments function in selected world societies such as China, Germany, India, and Russia</p> <ul style="list-style-type: none"> • Europe • South/East Asia 	<p>(6.12) Government. The student understands <i>various</i> ways in which people organize governments. The student is expected to:</p> <p>(B) compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function</p> <p>COMPARE</p> <p><i>How do different societies organize their governments and do they function?</i></p> <ul style="list-style-type: none"> • <i>China</i> • <i>Germany</i> • <i>India</i> • <i>Russia</i> 	The student expectation has been reorganized but is the same SE.
<p>6.12 Government. The student understands <i>alternative</i> ways of organizing governments. The student is expected to:</p> <p>(C) identify historical origins of democratic forms of government</p> <ul style="list-style-type: none"> • Europe 	<p>(6.12) Government. The student understands <i>various</i> ways in which people organize governments. The student is expected to:</p> <p>(C) identify historical origins of democratic forms of government such as Ancient Greece.</p> <p>IDENTIFY</p> <p><i>What is the historical origin of democratic forms of government?</i></p> <ul style="list-style-type: none"> • <i>Ancient Greece</i> 	Suggested examples have been added this student expectation.
<p>6.13 Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:</p> <p>(A) describe roles and responsibilities of citizens in selected</p>	<p>(6.13) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:</p> <p>(A) describe roles and responsibilities of citizens in various contemporary societies, including the United States</p>	

contemporary societies including the United States <ul style="list-style-type: none"> US and Canada Latin America Sub-Saharan Africa 	DESCRIBE <i>What are the roles and responsibilities of citizens in various contemporary societies?</i> <ul style="list-style-type: none"> United States 	
6.13 Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to: (B) explain how opportunities for citizens to participate in and influence the political process vary among selected contemporary societies <ul style="list-style-type: none"> US and Canada Latin America Middle East Sub-Saharan Africa 	(6.13) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to: (B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies EXPLAIN <i>How do opportunities for citizens to participate in and influence the political process vary among contemporary societies?</i>	
6.13 Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to: (C) compare the role of citizens in the United States with the role of citizens from selected democratic and nondemocratic contemporary societies <ul style="list-style-type: none"> US and Canada Latin America Middle East 	(6.13) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to: (C) compare the role of citizens in the United States with the role of citizens from various contemporary societies with representative and non-representative governments. COMPARE <i>How does the role as American citizens compare with the role of citizens in other representative and non-representative governments?</i>	Democratic and nondemocratic contemporary societies has been changed to representative and non-representative governments.
6.14 Citizenship. The student understands the relationship among individual rights, responsibilities, and freedoms in democratic societies. The student is expected to: (A) identify and explain the importance of voluntary civic participation in democratic societies ; <ul style="list-style-type: none"> US and Canada 	(6.14) Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to: (A) identify and explain the duty of civic participation in societies with representative governments IDENTIFY AND EXPLAIN <i>What is the duty of civic participation in societies with representative governments?</i>	Democratic societies have been changed to representative government throughout the TEKS/SEs. This student expectation focuses on the duty of civic participation not the importance of voluntary civic participation.
6.14 The student understands the relationship among individual rights, responsibilities, and freedoms in democratic societies. The student is expected to: (B) explain relationships among rights and responsibilities in democratic societies .(1.2)(2.1)	(6.14) Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to: (B) explain relationships among rights, responsibilities, and duties in societies with representative governments.	Students need to also explain the duties and democratic societies has been replaced with representative governments.

<ul style="list-style-type: none"> US and Canada Latin America 	<p>EXPLAIN</p> <p><i>What is the relationship among rights, responsibilities, and duties in societies with representative governments?</i></p>	
<p>6.15 Culture. The student understands the similarities and differences within and among cultures in different societies. The student is expected to:</p> <p>(A) define the concepts of culture and culture region</p> <ul style="list-style-type: none"> Thinking Like a Geographer 	<p>(6.15) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:</p> <p>(A) define culture and the common traits that unify a culture region</p> <p>DEFINE</p> <p><i>What is culture and the common traits that unify a culture region?</i></p>	The student expectation is more clearly written.
<p>6.15 Culture. The student understands the similarities and differences within and among cultures in different societies. The student is expected to:</p> <p>(B) describe some traits that define cultures</p> <ul style="list-style-type: none"> Thinking Like a Geographer 	<p>(6.15) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:</p> <p>(B) identify and describe common traits that define cultures</p> <p>IDENTIFY AND DESCRIBE</p> <p><i>What are the common traits the define cultures?</i></p>	The student expectation is more clearly written.
	<p>(6.15) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:</p> <p>(C) define a multicultural society and consider both the positive and negative qualities of multiculturalism</p> <p>DEFINE</p> <p><i>What is a multicultural society? What are the positive and negative qualities of multiculturalism?</i></p>	New TEKS/SE that wants students to define multicultural society and consider the positive and negative qualities of multiculturalism.
	<p>(6.15) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:</p> <p>(D) analyze the experiences and evaluate the contributions of diverse groups to multicultural societies</p> <p><i>How do the experiences the contributions of diverse groups compare to multicultural societies?</i></p>	New TEKS/SE that wants students to compare diverse groups to multicultural societies by analyzing their experiences and evaluating their contributions.
<p>6.15 Culture. The student understands the similarities and differences within and among cultures in different societies. The student is expected to:</p> <p>(C) analyze the similarities and differences among selected world societies</p> <ul style="list-style-type: none"> US and Canada Latin America Middle East 	<p>(6.15) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:</p> <p>(E) analyze the similarities and differences among various world societies</p> <p>ANALYZE</p> <p><i>What are the similarities and differences among various world societies?</i></p>	

<ul style="list-style-type: none"> Sub-Saharan Africa South/East Asia 		
<p>6.15 Culture. The student understands the similarities and differences within and among cultures in different societies. The student is expected to: (D) identify and explain examples of conflict and cooperation between and among cultures within selected societies such as Belgium, Canada, and Rwanda</p> <ul style="list-style-type: none"> Europe Middle East Sub-Saharan Africa 	<p>(6.15) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to: (F) identify and explain examples of conflict and cooperation between and among cultures</p> <p>IDENTIFY AND EXPLAIN <i>What are examples of conflict and cooperation between and among cultures?</i></p>	<p>The suggested examples have been removed from the student expectation</p>
<p>6.16 Culture. The student understands that certain institutions are basic to all societies, but characteristics of these institutions may vary from one society to another. The student is expected to: (A) identify institutions basic to all societies, including government, economic, educational, and religious institutions</p> <ul style="list-style-type: none"> Thinking Like a Geographer 	<p>(6.16) Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to: (A) identify institutions basic to all societies, including government, economic, educational, and religious institutions</p> <p>IDENTIFY <i>What institutions are basic all societies?</i></p> <ul style="list-style-type: none"> Government Economic Educational Religious 	<p>The 2010 TEKS has been reorganized but says the same thing as the 1998 TEKS.</p>
<p>6.16 Culture. The student understands that certain institutions are basic to all societies, but characteristics of these institutions may vary from one society to another. The student is expected to: (B) compare characteristics of institutions in selected contemporary societies</p> <ul style="list-style-type: none"> Middle East South/East Asia Australia 	<p>(6.16) Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to: (B) compare characteristics of institutions in various contemporary societies</p> <p>COMPARE <i>How do institutions compare among various contemporary societies?</i></p>	
	<p>(6.16) Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to: (C) analyze the efforts and activities institutions use to sustain themselves over time such as the development of an informed citizenry through education and the use of monumental architecture by religious institutions</p> <p>ANALYZE</p>	<p>New TEKS that wants students to analyze the efforts and activities use to sustain themselves over time.</p>

	<p><i>What are the efforts and activities institutions use to sustain themselves over time?</i></p> <ul style="list-style-type: none"> • Development of an informed citizenry through education • Use of monumental architecture by religious institutions 	
<p>6.17 Culture. The student understands relationships that exist among world cultures. The student is expected to: (A) explain aspects that link or separate cultures and societies</p> <ul style="list-style-type: none"> • US and Canada • Latin America • Europe • Middle East • Australia 		TEKS/SE has been removed.
<p>6.17 Culture. The student understands relationships that exist among world cultures. The student is expected to: (B) explain the impact of political boundaries that cut across culture regions</p> <ul style="list-style-type: none"> • US and Canada • Latin America • Europe • Middle East 		TEKS/SE has been removed.
<p>6.17 Culture. The student understands relationships that exist among world cultures. The student is expected to: (C) analyze how culture traits spread</p> <ul style="list-style-type: none"> • Thinking Like a Geographer • US and Canada • South/East Asia 	<p>(6.17) Culture. The student understands relationships that exist among world cultures. The student is expected to: (A) identify and describe how culture traits such as trade, travel, and war spread</p> <p>IDENTIFY AND DESCRIBE <i>What are culture traits and how do they spread?</i></p> <ul style="list-style-type: none"> • Trade • Travel • War 	This student expectation wants students to identify and describe culture traits not analyze how they spread and has added suggested examples.
<p>6.17 Culture. The student understands relationships that exist among world cultures. The student is expected to: (D) evaluate how cultural borrowing affects world culture</p>		TEKS/SE has been removed
	<p>(6.17) Culture. The student understands relationships that exist among world cultures. The student is expected to: (B) identify and describe factors that influence cultural change such as improved communication, transportation, and economic development</p> <p>IDENTIFY AND DESCRIBE</p>	New TEKS wants students to identify and describe factors that influence cultural change. The student expectation has listed suggested examples.

	<p><i>What are the factors that influence cultural change?</i></p> <ul style="list-style-type: none"> • Improved communication • Improved transportation • Improved economic development 	
<p>6.17 Culture. The student understands relationships that exist among world cultures. The student is expected to:</p> <p>(F) evaluate the consequences of improved communication among culture</p> <ul style="list-style-type: none"> • Australia 	<p>(6.17) Culture. The student understands relationships that exist among world cultures. The student is expected to:</p> <p>(C) evaluate the impact of improved communication technology among cultures</p> <p>EVALUATE</p> <p><i>What is your evaluation of the impact of improved communication technology among cultures?</i></p>	<p>Students will evaluate the impact instead of the consequences of communication technology among cultures.</p>
	<p>(6.17) Culture. The student understands relationships that exist among world cultures. The student is expected to:</p> <p>(D) identify and define the impact of cultural diffusion on individuals and world societies</p> <p>IDENTIFY AND DEFINE</p> <p><i>What is the impact of cultural diffusion on individuals and world societies?</i></p>	<p>New TEKS/SE wants students to identify and define the impact of cultural diffusion.</p>
	<p>(6.17) Culture. The student understands relationships that exist among world cultures. The student is expected to:</p> <p>(E) identify examples of positive and negative effects of cultural diffusion</p> <p>IDENTIFY</p> <p><i>What are examples of positive and negative effects of cultural diffusion?</i></p>	<p>New TEKS/SE wants students to identify examples of positive and negative effects of cultural diffusion.</p>
<p>6.18 Culture. The student understands the relationship that exists between artistic, creative, and literary expressions and the societies that produce them. The student is expected to:</p> <p>(A) explain the relationships that exist between societies and their architecture, art, music, and literature</p> <ul style="list-style-type: none"> • Latin America • Sub-Saharan Africa • South/East Asia 	<p>(6.18) Culture. The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:</p> <p>(A) explain the relationships that exist between societies and their architecture, art, music, and literature</p> <p>EXPLAIN</p> <p><i>What is the relationships that exist between societies and their architecture, art, music, and literature?</i></p>	
<p>6.18 Culture. The student understands the relationship that exists between artistic, creative, and literary expressions and the societies that produce them. The student is expected to:</p> <p>(B) relate ways in which contemporary expressions of culture have been influenced by the past</p> <ul style="list-style-type: none"> • Latin America 	<p>(6.18) Culture. The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:</p> <p>(B) relate ways in which contemporary expressions of culture have been influenced by the past</p> <p>RELATE</p>	

<ul style="list-style-type: none"> • Sub-Saharan Africa • Australia 	How has the past influenced contemporary expressions of culture?	
<p>6.18 Culture. The student understands the relationship that exists between artistic, creative, and literary expressions and the societies that produce them. The student is expected to:</p> <p>(C) describe ways in which societal issues influence creative expressions.</p> <ul style="list-style-type: none"> • Latin America • Sub-Saharan Africa 	<p>(6.18) Culture. The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:</p> <p>(C) describe ways in which contemporary issues influence creative expressions</p> <p>DESCRIBE</p> <p><i>How have contemporary issues influence creative expressions?</i></p>	
<p>6.18 Culture. The student understands the relationship that exists between artistic, creative, and literary expressions and the societies that produce them. The student is expected to:</p> <p>(D) identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes</p> <ul style="list-style-type: none"> • Sub-Saharan Africa • South/East Asia 	<p>(6.18) Culture. The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:</p> <p>(D) identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes such as religion, justice, and the passage of time</p> <p>IDENTIFY</p> <p><i>How has art, music, and literature transcended the boundaries of societies and convey universal themes?</i></p> <ul style="list-style-type: none"> • Religion • Justice • Passage of Time 	
<p>6.19 Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to:</p> <p>(A) explain the relationship among religious ideas, philosophical ideas, and cultures;</p> <ul style="list-style-type: none"> • Middle East • South/East Asia 	<p>(6.19) Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to:</p> <p>(A) explain the relationship among religious ideas, philosophical ideas, and cultures</p> <p>EXPLAIN</p> <p><i>What is the relationship among religious ideas, philosophical ideas, and cultures?</i></p>	
<p>6.19 Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to:</p> <p>(B) explain the significance of religious holidays and observances such as Christmas and Easter, Ramadan, and Yom Kippur and Rosh Hashanah in selected contemporary societies</p> <ul style="list-style-type: none"> • Middle East 	<p>(6.19) Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to:</p> <p>(B) explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies</p> <p>EXPLAIN</p> <p><i>What is the significance of religious holidays and observances in various contemporary societies?</i></p>	

	<ul style="list-style-type: none"> • Christmas • Easter • Ramadan • The annual hajj • Yom Kipur • Rosh Hashanah • Diwali • Vaisakhi 	
<p>6.20 Science, technology, and society. The student understands the relationships among science and technology and political, economic, and social issues and events. The student is expected to:</p> <p>(A) give examples of scientific discoveries and technological innovations, including the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world</p> <ul style="list-style-type: none"> • US and Canada • Europe 	<p>(6.20) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to:</p> <p>(A) give examples of scientific discoveries and technological innovations, including the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world</p> <p>GIVE</p> <p><i>What are examples of scientific discoveries and technological innovations that have transcended the boundaries of societies and shaped the world?</i></p> <ul style="list-style-type: none"> • The roles of scientists and inventors 	
<p>6.20 Science, technology, and society. The student understands the relationships among science and technology and political, economic, and social issues and events. The student is expected to:</p> <p>(B) explain how resources, belief systems, economic factors, and political decisions have affected the use of technology from place to place, culture to culture, and society to society</p> <ul style="list-style-type: none"> • Thinking Like a Geographer • South/East Asia 	<p>(6.20) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to:</p> <p>(B) explain how resources, belief systems, economic factors, and political decisions have affected the use of technology</p> <p>EXPLAIN</p> <p><i>How have resources, belief systems, economic factors, and political decisions affect the use of technology?</i></p>	
<p>6.20 Science, technology, and society. The student understands the relationships among science and technology and political, economic, and social issues and events. The student is expected to:</p> <p>(C) make predictions about future social, economic, and environmental consequences that may result from future scientific discoveries and technological innovations</p> <ul style="list-style-type: none"> • US and Canada • South/East Asia 	<p>(6.20) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to:</p> <p>(C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations</p> <p>MAKE</p> <p><i>What are the social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations?</i></p>	Certain words have been changed but the expectation is the same.
(6.21) Social studies skills. The student applies critical-	(6.21) Social studies skills. The student applies critical-thinking	Same TEKS/SE

<p>thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>(A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about selected world cultures;</p>	<p>skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p> <p>(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures</p> <p>DIFFERENTIATE BETWEEN, LOCATE, AND USE</p> <p>Primary Source - Primary sources are evidence produced by someone who participated in an event or lived during the time being studied. Letters written to a friend or maps to a friend's house are both primary sources</p> <p>Secondary Source - Secondary sources are descriptions or interpretations prepared by people who were not involved in the events described. Researchers often use primary sources to understand past events but they produce secondary sources. Secondary sources provide useful ground material and context for information gained from primary sources.</p> <p>Suggested examples</p> <ul style="list-style-type: none"> • Computer software • Interviews • Biographies • Oral, print, and visual material • Artifacts 	
<p>(6.21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p>	<p>(6.21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p> <p>(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p> <p>ANALYZE INFORMATION</p> <ul style="list-style-type: none"> • Sequencing - Ordered list of events • Categorizing - Objects or ideas that are grouped or assigned because of a specific purpose • Identifying Cause and effect relationships • Comparing and Contrasting – Identify similarities and 	Same TEKS/SE

	<p>differences</p> <ul style="list-style-type: none"> • Finding the main idea – The point of the text • Summarizing - To reduce large sections of text to their essential points and main ideas • Making Generalizations and predictions – statements about relationships between and among concepts. They organize and summarize information obtained from the analysis of facts. • Drawing inferences and conclusions - A form of inference in which the reader gathers information, considers the general thoughts or ideas that emerge from the information, and comes to a decision. The conclusion is generally based on more than one piece of information 	
<p>(6.21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>(C) organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps</p>	<p>(6.21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p> <p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>ORGANIZE AND INTERPRET INFORMATION</p> <ul style="list-style-type: none"> • Outlines • Reports • Databases • Visuals <ul style="list-style-type: none"> ○ Graphs ○ Charts ○ Timelines ○ Maps 	Same TEKS/SE
<p>(6.21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>(D) identify different points of view about an issue or topic</p>	<p>(6.21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p> <p>(D) identify different points of view about an issue or current topic;</p> <p>IDENTIFY</p> <p>Points of view – The different interests, opinions, and attitudes of those represented in the sources reflected in the evidence.</p> <ul style="list-style-type: none"> • Topic • Current event 	Same TEKS/SE

<p>(6.21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to: (E) identify the elements of frame of reference that influenced participants in an event</p>	<p>(6.21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to: (E) identify the elements of frame of reference that influenced participants in an event;</p> <p>IDENTIFY</p> <ul style="list-style-type: none"> • Frame of Reference - A system of assumptions and standards that sanction behavior and give it meaning 	Same TEKS/SE
<p>(6.21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to: (F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p>	<p>(6.21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to: (F) use appropriate mathematical skills to interpret social studies information such as maps and graphs</p> <p>USE Mathematical Skills</p> <ul style="list-style-type: none"> • Maps • Graphs 	Same TEKS/SE
<p>(6.22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (A) use social studies terminology correctly;</p>	<p>(6.22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (A) use social studies terminology correctly;</p> <p>Use Social Studies terminology correctly</p>	Same TEKS/SE
<p>(6.22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (B) incorporate main and supporting ideas in verbal and written communication;</p>	<p>(6.22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (B) incorporate main and supporting ideas in verbal and written communication based on research</p> <p>INCORPORATE Verbal and written communication based on research</p> <ul style="list-style-type: none"> • Main Ideas - The point the author is making about a topic • Supporting Ideas - A paragraph contains facts, statements, 	

	examples-specifics which guide us to a full understanding of the main idea. They clarify, illuminate, explain, describe, expand and illustrate the main idea and are supporting details.	
(6.22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (C) express ideas orally based on research and experiences	(6.22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (C) express ideas orally based on research and experiences; EXPRESS Ideas orally based on research and experiences	
(6.22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies	(6.22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research; CREATE Written and Visual Material based on research <ul style="list-style-type: none"> • Journal entries • Reports • Graphic Organizers • Outlines • Bibliographies 	
(6.22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (E) use standard grammar, spelling, sentence structure, and punctuation.	(6.22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (E) use standard grammar, spelling, sentence structure, and punctuation USE <ul style="list-style-type: none"> • Standard grammar • Spelling • Sentence structure • Punctuation 	
	(6.22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (F) use proper citations to avoid plagiarism. USE Proper Citations Son of Citation Machine (used in the elementary grades) http://citationmachine.net/	New TEKS/SE that wants students to use proper citation.
(6.23) Social studies skills. The student uses problem-solving and decision-making skills, working independently	(6.23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with	

<p>and with others, in a variety of settings. The student is expected to:</p> <p>(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</p>	<p>others, in a variety of settings. The student is expected to:</p> <p>(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</p> <p>USE</p> <p>Problem Solving Process</p> <ul style="list-style-type: none"> • Identify a problem • Gather information • List and consider options • Consider advantages and disadvantages • Choose and implement a solution • Evaluate the effectiveness of the Solution 	
<p>(6.23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p> <p>(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>	<p>(6.23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p> <p>(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision</p> <p>USE</p> <p>Decision Making Process</p> <ul style="list-style-type: none"> • Identify a situation that requires a decision • Gather information • Generate options • Predict outcomes • Take action to implement a decision • Reflect on the effectiveness of the decision 	<p>Same TEKS/SE</p>